



Early Years Foundation Stage (EYFS) Policy

Kingsway Primary School 2026–2027

Kingsway, Urmston, Trafford, M41 0SP | Inspiring Learners Multi-Academy Trust

Inspired to make a difference together — each child thrives from the moment they arrive.

Policy Status: Statutory | **Review Cycle:** Annual
Review Term: Autumn Term 2026–2027

Approved by: Kate Baskeyfield, Headteacher
Ratified by: Helen Johnson, Chair of Governors

Policy Control Information

Field	Detail
Policy Title	Early Years Foundation Stage (EYFS) Policy
School	Kingsway Primary School, Kingsway, Urmston, Trafford, M41 0SP
Multi-Academy Trust	Inspiring Learners Multi-Academy Trust (joined 1 September 2025)
Local Authority	Trafford (LA services retained post-academy conversion)
Status	Statutory
Version	2.0
Review Term	Autumn Term 2026–2027
Review Cycle	Annual
Next Review Due	Autumn Term 2027–2028
Headteacher	Kate Baskeyfield
Chair of Governors	Helen Johnson
Date Approved by Governing Body	29 September 2026
AHT for EYFS & KS1	Mr David Taylor
AHT for Inclusion	Paul Walker
Deputy Headteacher	Claire Lowe
Reception Teacher	Mrs Jen Gregory
Nursery Teacher	Ms Leigh-Ann Coley
Teaching Assistants	Mrs Jo Albert; Mrs Rhiannon Marshall
Pastoral Lead / SEND Liaison	Elizabeth Dunstan
Relational Behaviour Lead	Gareth Dale
Statutory Basis	EYFS Statutory Framework (September 2026); Children and Families Act 2014; Equality Act 2010; SEND Code of Practice 2015; Health and Safety at Work etc. Act 1974; Children Act 1989 s.3; UK GDPR and Data Protection Act 2018; Keeping Children Safe in Education (KCSiE 2026); Working Together to Safeguard Children 2026; UNCRC Article 28
Prevent Lead	Kate Baskeyfield (Headteacher)
Related Policies	Safeguarding & Child Protection Policy; SEND Policy; Behaviour Policy; Supporting Pupils with Medical Needs Policy; Data Protection Policy; Complaints Policy; Trust Safeguarding and Child Protection Policy (September 2026); Trust Online Safety Policy (September 2026); Trust Allergy Policy (September 2026)

Our Vision and Values

"Inspired to make a difference together — each child thrives from the moment they arrive."

Our four school values — Togetherness, Difference, Passionate About Learning, and Inspired to Grow — are the foundation of everything we do in the EYFS. They shape our curriculum, our relationships with families, and the daily experience of every child. For a fuller description of our vision and what this looks like in practice, please see the Kingsway EYFS Parent Guide.

Togetherness

Relationships are at the heart of everything we do.

Difference

We celebrate every child's uniqueness and the diversity of our community.

Passionate About Learning

We ignite curiosity and a lifelong love of learning from the very start.

Inspired to Grow

We nurture resilience, confidence, and ambition in every child.

Introduction and Scope

Purpose

This policy sets out how Kingsway Primary School meets its statutory obligations under the EYFS Statutory Framework (effective 1 September 2025) and ensures that all children in our Early Years provision — Nursery (ages 3–4) and Reception — receive high-quality education and care that keeps them safe, healthy, and ready to thrive.

Scope

- **Nursery:** 3–4 year olds, led by Ms Leigh-Ann Coley, supported by Mrs Jo Albert and Mrs Rhiannon Marshall
- **Reception:** 4–5 year olds, led by Mrs Jen Gregory, supported by Mrs Jo Albert and Mrs Rhiannon Marshall
- This policy applies to all staff, volunteers, and students working within the EYFS at Kingsway Primary School

Statutory Basis

- **EYFS Statutory Framework** (DfE, effective 1 September 2025) — mandatory for all schools providing early years provision; governs all learning, development, assessment, and welfare requirements
- **Children and Families Act 2014** — duties in relation to children with SEND
- **Equality Act 2010** — duty to make reasonable adjustments; prohibition of discrimination
- **SEND Code of Practice 2015** — graduated approach to SEND support
- **Health and Safety at Work etc. Act 1974** — employer duties for safe premises and practice
- **Children Act 1989 s.3** — duty of care for children in our charge
- **UK GDPR and Data Protection Act 2018** — lawful processing of children's and families' data
- **Keeping Children Safe in Education (KCSiE 2026)** — safeguarding duties for all school staff
- **Working Together to Safeguard Children 2026** — statutory guidance on inter-agency working to safeguard and promote the welfare of children
- **UNCRC Article 28** — every child's right to education

  **Companion Documents** — This policy should be read in conjunction with:

1. **Kingsway EYFS Parent Guide** — a warm, accessible introduction to our EYFS provision for families, covering a typical day in EYFS, how we work in partnership with parents, transitions, key contacts, and FAQs. Available from the school office and on the school website.
2. **Kingsway EYFS Long-Term Curriculum Plan (Three-Year Rolling Programme: Years A, B and C)** — the full curriculum documentation including half-termly topics, anchor texts, provocations, and areas of learning progression for each year of the programme. Available from the EYFS Lead, Mr David Taylor.

Both documents are reviewed annually alongside this policy.

The Role of the EYFS Lead

Strategic leadership of the EYFS is the responsibility of **Mr David Taylor, Assistant Headteacher for EYFS and KS1**, accountable to Headteacher Kate Baskeyfield and the governing body's curriculum committee.

Responsibilities

- Ensuring full compliance with the EYFS Statutory Framework across Nursery and Reception
- Leading curriculum design, long-term planning, and the school's three-year rolling programme
- Monitoring the quality of teaching, learning, and assessment across the EYFS phase
- Overseeing transition arrangements into Nursery, from Nursery to Reception, and into Year 1
- Line managing the Nursery and Reception teachers and ensuring all EYFS staff receive appropriate training and professional development
- Reporting on outcomes, attainment, and welfare to the Headteacher, governing body, Ofsted, and Trafford Local Authority

Supporting Roles

Paul Walker — AHT for Inclusion

Oversees SEND identification and inclusive provision within EYFS.

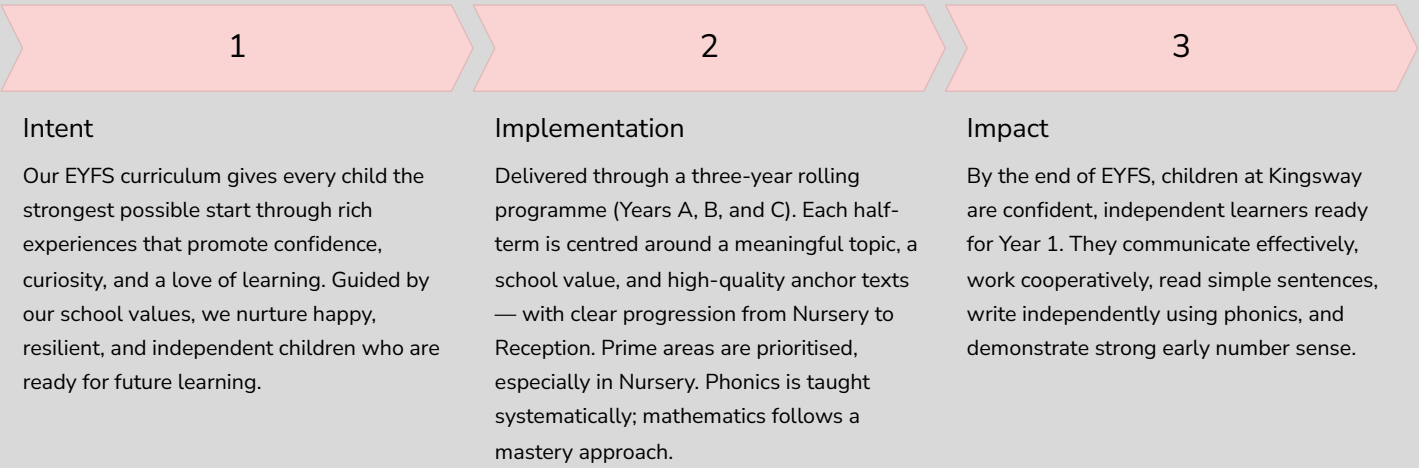
Elizabeth Dunstan — Pastoral Lead / SEND Family Liaison

Coordinates SEND referrals and maintains links with families and external agencies.

Gareth Dale — Relational Behaviour Lead

Leads relational and trauma-informed behaviour practice across the EYFS phase.

Our EYFS Curriculum: Intent, Implementation and Impact



Key Curriculum Features

- Balance of child-led exploration and adult-guided teaching across all three year groups of the rolling programme
- Learning environments carefully planned to promote independence, curiosity, and purposeful play both indoors and outdoors
- Phonics taught systematically, progressing from Phase 2 to Phase 4 by end of Reception
- Prime areas (PSED, Communication and Language, Physical Development) prioritised — particularly in Nursery
- Specific areas (Literacy, Mathematics, Understanding the World, Expressive Arts and Design) build progressively across the phase
- Early mathematics follows a mastery approach with a focus on deep number sense

The Seven Areas of Learning and Development

Three Prime Areas

Personal, Social and Emotional Development (PSED)

Children develop self-regulation, positive relationships, and a sense of identity. Underpinned by our relational approach and the Unique Child principle — the foundation upon which all other learning rests.

Communication and Language (C&L)

High-quality talk, vocabulary enrichment, storytelling, and back-and-forth interactions are prioritised throughout the day. We run **Welcomm** to support communication and language development.

Physical Development (PD)

Gross and fine motor development progresses from large movement and sensory exploration to pencil control, letter formation, and independent self-care throughout the EYFS phase.

The ShREC Approach to Adult-Child Interaction

An evidence-informed framework developed by the Education Endowment Foundation (EEF), being implemented across Kingsway EYFS in 2025–2026. ShREC underpins all Communication and Language provision and supports vocabulary development, early reading, and emotional wellbeing. *Research shows that children who are better communicators at age five become better readers, achieve better outcomes at 16, and are more likely to thrive in adult life.*

Share Attention

Tuning in to what the child is focused on; getting down to the child's level; showing genuine interest in their play and choices; sensitively joining in to motivate communication.

Respond

Giving warm, adaptive, attuned responses that are sensitive, supportive and stimulating; responding to the child as a unique individual.

Expand

Extending and building on what the child has said or done; adding vocabulary, ideas, and language just beyond the child's current level.

Conversation

Sustaining back-and-forth conversational exchanges; giving children time to respond; following the child's lead to keep the conversation going.

Four Specific Areas

Literacy

Systematic phonics teaching progressing from Phase 2 to Phase 5 by end of Reception; reading for pleasure; independent writing using phonics knowledge.

Mathematics

Mastery approach; deep understanding of number to 10, subitising, number bonds, and early calculation; progressing to counting beyond 20 and solving simple problems by end of Reception.

Understanding the World

Exploration of past and present, the natural world, communities, and diversity; linked to our long-term topic themes across the three-year rolling programme.

Expressive Arts and Design

Creativity, imagination, and self-expression through art, music, role play, and construction; supports narrative writing and performing arts in KS1.

**Characteristics of Effective Teaching and Learning:** Playing and Exploring — children investigate and 'have a go'; Active Learning — children concentrate, keep trying, and enjoy achievements; Creating and Thinking Critically — children develop their own ideas, make links, and develop strategies.

The Unique Child Principle

At Kingsway Primary School, we hold firmly to the principle that **every child is a unique child** — constantly learning, capable of resilience, and deserving of an education that responds to who they are, not just where they are expected to be. Children learn to be strong and independent through positive relationships, and they learn and develop well in enabling environments with teaching and support from adults who respond to their individual interests and needs.

What This Means in Practice

- Planning is responsive — practitioners observe children's interests, schemas, and next steps, and use these to shape provision
- No child is compared to another; progress is measured against each child's own starting point
- Children's home languages, cultures, and family backgrounds are celebrated and reflected in our learning environments and texts
- Children with SEND are fully included; provision is adapted in partnership with Paul Walker (AHT for Inclusion) and Elizabeth Dunstan (SEND Family Liaison)
- Children's emotional wellbeing is treated as inseparable from their academic progress — a child who does not feel safe cannot learn
- Early Years ELSA (Emotional Literacy Support Assistant) provision is available within the EYFS to support children's emotional regulation and wellbeing

Inclusion and Equality

- All children, regardless of background, ability, or need, have equal access to the full EYFS curriculum
- Reasonable adjustments are made in accordance with the Equality Act 2010
- The school's SEND Policy and Inclusion Policy operate alongside this policy

📌 The Unique Child principle is one of four overarching principles that shape EYFS practice at Kingsway alongside Positive Relationships, Enabling Environments, and Learning and Development.

The Key Person Approach

Each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents and/or carers. —

EYFS Statutory Framework (effective 1 September 2025)

Every child at Kingsway Primary School is assigned a key person from the moment they join our EYFS. This is a statutory requirement and a cornerstone of our relational approach to early years education.

The Triangle of Trust

The key person approach at Kingsway is underpinned by the **Triangle of Trust** - a relational model drawn from *Birth to 5 Matters* - which places the child at the heart of a three-way relationship between the **child**, their **family** and their **key person in school**.

When all three sides of this triangle are strong and mutually trusting, something powerful happens: the child feels safe. And when a child feels safe, they feel free to explore, take risks, ask questions, make mistakes, and truly learn. We work hard to nurture all three relationships - not just the one between practitioner and child - because we know that a family who trusts us, and a child who trusts both their family and their key person, is a child who can thrive.

The Key Person's Role

- Building a warm, consistent, and trusting relationship with their key children — the secure base from which children explore and learn
- Getting to know each child's individual needs, interests, temperament, and home context
- Carrying out and recording observations, and using these to plan next steps
- Being the primary point of contact for parents and carers — sharing daily updates, celebrating achievements, and raising any concerns promptly
- Supporting children through transitions — including settling-in, moving between Nursery and Reception, and preparing for Year 1
- Liaising with Elizabeth Dunstan (SEND Family Liaison) and external agencies where additional support is needed

Key Person Allocation

- Key persons are allocated before a child starts, taking into account group sizes, individual needs, and staff expertise
- In Reception, the key person is always the class teacher — **Mrs Jen Gregory**
- In the event of a key person being absent, a named deputy key person ensures continuity of care
- Key person assignments are reviewed at transition points and when a child's needs change significantly
- Parents are informed of their child's key person at the earliest opportunity — at the home visit or initial meeting

Assessment

Assessment at Kingsway Primary School is purposeful, proportionate, and always in the service of children's learning — not a bureaucratic exercise. We use assessment to understand each child deeply and to plan what comes next.

Ongoing (Formative) Assessment

- Practitioners observe children continuously — during play, adult-guided activities, and daily routines — and use these observations to inform planning and provision
- Assessment is recorded and tracked using **EExBA (Early Excellence Baseline Assessment)** — our chosen assessment and tracking system, which provides a rich, holistic picture of each child's development
- Observations are shared with parents regularly and form the basis of key person conversations
- Assessment informs the weekly planning cycle; provision is adapted in response to what children show us they know and can do

Statutory Assessment Points

- **Reception Baseline Assessment (RBA)** — completed within the first six weeks of Reception; administered by Mrs Jen Gregory; results submitted to the DfE as required
- **EYFS Profile (EYFSP)** — completed at the end of Reception; judgements made against the 17 Early Learning Goals; results shared with parents and the Year 1 team to support transition
- **Progress Check at Age Two** — not applicable to Kingsway's current provision (Nursery is 3–4 year olds only)

Moderation and Quality Assurance

- EYFS Profile judgements are moderated internally by Mr David Taylor and externally through Trafford LA moderation processes
- Assessment data is reviewed termly by the EYFS Lead and reported to the Headteacher and governing body

Safeguarding and Child Protection

- ✗ This section must be read alongside the **Trust Safeguarding and Child Protection Policy (September 2026)** and the school's full **Safeguarding and Child Protection Policy**. Safeguarding is core to our work, not an 'add-on'. The welfare of every child in our EYFS is our highest priority.

Designated Safeguarding Lead (DSL)

- **Kate Baskeyfield (Headteacher)** is the school's Designated Safeguarding Lead, with overall responsibility for all safeguarding matters across the school, including the EYFS
- The DSL must be a member of the Senior Leadership Team. A Deputy DSL is always available to cover the role. During term time, the DSL or a deputy is always available (during school hours) for staff to discuss any safeguarding concerns. All concerns are recorded on **CPOMs** without delay.
- The following staff are DSL-trained and act as **Deputy Designated Safeguarding Leads (DDSLs)**, each leading safeguarding in their own area under the oversight of the DSL:
 - **Mr David Taylor** (AHT for EYFS & KS1) — leads safeguarding oversight within the EYFS and KS1
 - **Elizabeth Dunstan** (Pastoral Lead / SEND Family Liaison) — leads pastoral safeguarding and family liaison
 - **Paul Walker** (AHT for Inclusion) — DSL-trained; leads on inclusion and SEND-related safeguarding concerns
 - **The Deputy Headteacher** — supports whole-school safeguarding
 - **The Attendance Lead** — leads on attendance-related safeguarding concerns
- All EYFS staff know who the DSL and DDSLs are and how to contact them immediately
- The DSL and DDSLs provide ongoing support, advice, and guidance to all EYFS practitioners on safeguarding matters and on any specific safeguarding issue as required
- The DSL attends a training course consistent with the criteria set out in Annex C of the EYFS Statutory Framework

Prevent Lead

- **Kate Baskeyfield (Headteacher)** is also the school's Prevent Lead, with responsibility for ensuring all staff understand their duties under the Prevent duty and that EYFS provision supports children's resilience to radicalisation in age-appropriate ways

Child Absences

- Unexplained absences are followed up on the first day; persistent or unexplained absence is escalated to the DSL or relevant DDSL
- Where a child on roll does not arrive and no contact has been made, the school follows its safeguarding absence procedure without delay

Disqualification

- All staff working in EYFS childcare provision are required to self-declare if they are disqualified under the **Childcare Disqualification Regulations 2018** and the **Childcare Act 2006**
- The Headteacher (Kate Baskeyfield) ensures appropriate checks are carried out in line with KCSiE 2026 paragraphs 343–344

Safe Sleep

- In line with the **EYFS Statutory Framework (September 2026)**, where any child requires rest or sleep during the school day, staff follow the school's safe sleep procedures
- Sleeping children remain within sight and hearing of staff at all times; sleeping arrangements are risk-assessed
- Staff receive appropriate training on safer sleep and work closely with parents to understand each child's individual sleep needs

Staff Responsibilities

- All EYFS staff read and are familiar with **Part 1 of KCSiE 2026** at induction and annually thereafter
- All EYFS staff complete safeguarding training annually in line with the criteria set out in Annex C of the EYFS Statutory Framework; top-up training is provided throughout the year to ensure knowledge remains current, up-to-date, and appropriate to the school's context and setting
- Any concern about a child's welfare is reported to the DSL or a DDSL immediately — never held or delayed
- All concerns are recorded on **CPOMs** immediately — records are descriptive, evidence-based and include actions and outcomes
- Staff maintain an attitude of '*it could happen here*' and always act in the best interests of the child (**KCSiE 2026, paragraph 55**)
- All staff are familiar with the indicators of abuse and neglect as set out in **Keeping Children Safe in Education (KCSiE 2026)** and **Working Together to Safeguard Children 2026**
- Staff are trained to recognise online harms and **AI-related safeguarding risks** as part of annual safeguarding updates
- The school participates in **Trafford's Operation Encompass** — the DSL receives notification when a child in our school has been present at a domestic abuse incident, enabling early support the following school day
- Safer recruitment procedures apply to all EYFS staff, volunteers, and students; DBS checks are in place before any individual works with children

Online Safety

- Online safety in the EYFS is addressed in line with the school's Online Safety Policy, which applies to all EYFS provision
- Age-appropriate online safety is embedded within the EYFS curriculum; children are taught safe and responsible use of technology as part of **Understanding the World**
- The school's full Online Safety Policy is available on the school website
- An EYFS-specific online safety section will be developed as part of the school's wider Online Safety Policy review

Low-Level Concerns

- A low-level concern is any concern — no matter how small — that an adult working in or on behalf of the school may have acted in a way inconsistent with the Staff Code of Conduct, even if it does not meet the threshold for referral to the LADO (**KCSiE 2026, paragraph 506**)
- All low-level concerns are reported to the Headteacher (Kate Baskeyfield) and recorded in line with the **Trust Low Level Concerns Policy**
- Low-level concerns are never dismissed — they are reviewed for patterns and escalated where appropriate

Whistleblowing

- All staff have a duty to report concerns about the conduct of colleagues; the school's whistleblowing policy is available to all staff and is referenced in induction

Statutory basis: KCSiE 2026; Working Together to Safeguard Children 2026; EYFS Statutory Framework (September 2026); Children Acts 1989 and 2004; Education Act 2002.

Online Safety and the Use of Technology in EYFS

In line with the EYFS Statutory Framework (September 2026) and the Trust Online Safety Policy (September 2026), Kingsway Primary School ensures that any use of screens or digital technology in the Early Years is purposeful, age-appropriate, and supports children's learning and development. Technology is used to enhance — not replace — high-quality interactions, communication, active play, and real-world experiences.

Screen Time and Developmental Appropriateness

- The EYFS Statutory Framework (September 2026) requires providers to have regard to DfE guidance on children's screen use in early years settings, which advises that screen time for children aged two to five should be limited to no more than one hour per day, with less being preferable
- Staff carefully consider children's developmental needs when using technology and actively promote safe, healthy, and balanced digital habits
- Technology is never used as a substitute for adult interaction, outdoor play, or hands-on exploration
- Parents and carers are kept informed about how technology is used in the EYFS and are supported to promote safe digital habits at home

Online Safety in the EYFS Curriculum

- Age-appropriate online safety is embedded within the EYFS curriculum, particularly within Understanding the World and PSED
- Children are taught, in simple and accessible ways, about safe and responsible use of technology — including who to tell if something worries them online
- Staff model safe, purposeful, and respectful use of technology at all times

Staff Responsibilities

- All EYFS staff receive annual online safety training and updates, including awareness of artificial intelligence (AI) and emerging technology risks, in line with the Trust Online Safety Policy
- Staff are aware of the Four Cs of online risk (Content, Contact, Conduct, Commerce) and apply this awareness to their work with young children and families
- Any concern about a child's online safety — including concerns arising from information shared by parents — is reported to the DSL without delay and recorded on CPOMs
- Staff do not use personal mobile phones or devices to photograph or record children; all photography uses school-approved devices and follows the school's Photography and Image Consent Policy

Filtering and Monitoring

- All Trust-owned devices used in the EYFS are subject to appropriate filtering and monitoring arrangements, reviewed at least annually in line with DfE Filtering and Monitoring Standards
- The DSL has lead responsibility for the school's internet filtering and monitoring systems
- Governors receive regular assurance regarding the effectiveness of filtering and monitoring arrangements

 This section should be read alongside the Trust Online Safety Policy (September 2026), the Trust Acceptable Use Policy, and the school's Photography and Image Consent Policy.

Welfare Requirements: Health and Physical Wellbeing

Promoting Good Health

- Oral health is promoted actively through the EYFS curriculum and healthy eating sessions facilitated by EYFS staff; children learn about the importance of brushing teeth, healthy food choices, and the impact of sugar on dental health as part of their Personal, Social and Emotional Development and Understanding the World learning
- Children are encouraged to develop healthy habits: handwashing, independent toileting, and self-care routines are embedded into the daily timetable
- Fresh drinking water is always available and accessible to all children throughout the day

Medicines

- Medicines are only administered with written parental consent; a record is kept each time medicine is given and parents are informed on the same day
- Prescription medicines are only administered if prescribed by a doctor, dentist, nurse, or pharmacist
- Staff receive appropriate training where administration requires medical or technical knowledge
- All medicines are stored securely and out of reach of children at all times

Paediatric First Aid

- At least one person with a current, full-course Paediatric First Aid (PFA) certificate is on the premises and available at all times when children are present, and accompanies children on all outings
- A member of staff with a valid PFA certificate is always present in the room when children are eating
- PFA certificates are renewed every three years; a list of certificated staff is displayed and available to parents

Illness and Infection

- The school follows current government guidance on exclusion periods for infectious illness
- Parents are contacted promptly if a child becomes unwell during the school day

Accidents and Medical Incidents

- The school uses **Medical Tracker** as its system for recording and communicating accidents and medical incidents; parents are notified via Medical Tracker and, where necessary and appropriate, by direct telephone communication from staff

Food, Drink, and Safer Eating

Kingsway Primary School takes its statutory duties around food, drink, and safer eating with the utmost seriousness. The requirements below reflect the EYFS Statutory Framework (September 2026) and the DfE's EYFS Nutrition Guidance (May 2025).

Food and Drink Provision

- All meals, snacks, and drinks provided must be healthy, balanced, and nutritious; providers must have regard to the EYFS Nutrition Guidance
- Providers must have ongoing discussions with parents and/or carers about the stage their child is at in regard to introducing solid foods, including to understand the textures the child is familiar with. Assumptions must not be made based on age alone. Food is prepared in a suitable way for each child's individual developmental needs (EYFS 2026, para 3.66).
- Fresh tap water and plain milk are the only drinks provided; fruit juice, squash, fizzy drinks, and flavoured milk are not offered
- Foods high in salt, sugar, or saturated fat are not provided; whole nuts and whole seeds are never given to children under five

  **Kingsway Primary School is a Nut Free School.** No nut-containing products are permitted on the premises. Parents and carers must ensure that packed lunches and snacks do not contain nuts or nut-based products (e.g. peanut butter, Nutella, nut bars). This is to protect children with severe nut allergies.

Choking Prevention — Food Preparation

- Small round foods (grapes, cherry tomatoes, strawberries) are cut lengthways into quarters; large or hard fruits and vegetables are cut into strips, not chunks
- Sausages are cut into thin strips with skins removed; bones are removed from all meat and fish; cheese is cut into strips not chunks
- Popcorn, marshmallows, jelly cubes, hard sweets, and raw jelly cubes are **never** given to children
- Stones and pips are removed from all fruit before serving

Supervision During Eating — Statutory Requirements

 Children must always be within sight **AND** hearing of a member of staff whilst eating. Choking can be completely silent. Staff must sit **facing** children during mealtimes — a view of a child's back is not sufficient.

- Children are seated safely in appropriately sized chairs during all mealtimes; a designated eating space is used where possible to minimise distractions
- A member of staff with a valid full-course PFA certificate is always present in the room when children are eating

Choking Incidents and Allergies

- Any choking incident requiring intervention is recorded immediately; parents are informed on the same day; records reviewed periodically by the EYFS Lead to identify trends
- Full allergy and dietary information is obtained before admission and shared with all staff involved in food preparation
- The school is a Nut Free Zone in line with the Trust Allergy Policy (September 2026). No nuts or nut-containing products are permitted on site.
- Individual allergy risk assessments are completed on Medical Tracker for all children with known or newly diagnosed allergies. The school holds a spare supply of in-date Adrenaline Auto-Injectors (AAIs — EpiPen® or Jext®) in a safe, accessible location known to all staff, in line with the Trust Allergy Policy.
- Allergy Action Plans are developed in partnership with parents and health professionals, completed and signed by a healthcare professional, kept with the child's medication, and copies are accessible to all staff. Medication expiry is tracked on Medical Tracker; parents are reminded when medication is approaching expiry. Plans are kept up to date and shared with all staff.
- All staff are trained to recognise symptoms of allergic reactions and anaphylaxis and know the emergency response procedure

Relational Approach to Behaviour and PSED

At Kingsway Primary School, we do not manage behaviour — we understand it. Our approach is rooted in the belief that all behaviour is communication, and that children who feel safe, valued, and connected are children who can regulate, cooperate, and flourish.

Our Relational Framework

Behaviour support in the EYFS is led relationally by **Gareth Dale (Relational Behaviour Lead / Lunchtime Lead)**, working in close partnership with the EYFS team. We take a trauma-informed approach — recognising that some children's behaviour reflects unmet needs or adverse experiences, not wilful defiance.

Co-regulation precedes self-regulation: adults model calm, consistent, and warm responses to help children develop their own emotional regulation skills.

- Circle time, emotion coaching, and PSED-focused activities embedded throughout the curriculum
- Early Years ELSA provision available for children who need additional emotional support

Statutory Requirements

- Corporal punishment is strictly prohibited; no form of punishment that could negatively affect a child's wellbeing is permitted
- The school takes reasonable steps to ensure that corporal punishment is not given by anyone who is caring for or is in regular contact with a child
- Any use of physical intervention to avert immediate danger is recorded on CPOMS by the member of staff involved; all members of the Senior Leadership Team are automatically notified via CPOMS; parents are informed verbally by the class teacher at the end of the day. Physical intervention is managed in line with the school's Positive Handling Policy.
- Behaviour support is always proportionate, age-appropriate, and focused on teaching — not punishing

PSED in the Curriculum

- PSED is a prime area prioritised across both Nursery and Reception; it is the foundation upon which all other learning rests
- Children are supported to: separate from carers with confidence; form positive relationships; develop turn-taking and cooperation; understand right and wrong; and set and persist with simple goals — progressing across the EYFS phase

Special Educational Needs and Disabilities (SEND)

Kingsway Primary School is committed to the earliest possible identification of and response to additional needs. We believe that early intervention changes outcomes — and that every child, whatever their need, belongs fully in our EYFS community.

Identification and Early Intervention

- Practitioners use ongoing observation and EExBA tracking to identify children who may need additional support at the earliest opportunity
- Concerns are discussed with parents promptly and sensitively; the key person plays a central role in these conversations
- **Paul Walker (AHT for Inclusion)** oversees SEND identification and the graduated approach (Assess, Plan, Do, Review) in line with the SEND Code of Practice 2015
- **Elizabeth Dunstan (Pastoral Lead / SEND Family Liaison)** supports families through the referral process, coordinates with external agencies, and ensures parents feel informed and empowered

Provision and Support

- All children with SEND are fully included in the EYFS curriculum; provision is adapted and personalised in line with each child's EHCP or SEN Support plan
- Early Years ELSA support is available for children with social, emotional, and mental health needs
- Welcomm is used to support children with communication and language difficulties — a structured, evidence-based programme embedded within our EYFS provision
- External agencies (speech and language therapy, educational psychology, Trafford SEND team) are engaged promptly where needed
- Reasonable adjustments are made in accordance with the Equality Act 2010; no child is disadvantaged by their disability or additional need

Statutory Basis

SEND Code of Practice 2015; Children and Families Act 2014; Equality Act 2010; EYFS Statutory Framework Section 3 (Special Educational Needs).

Transitions

Transitions are among the most significant moments in a young child's life. At Kingsway Primary School, we approach every transition — into Nursery, from Nursery to Reception, and from Reception to Year 1 — with care, intentionality, and a deep understanding of what children need to feel safe and ready.

Transition into Nursery

1

- Home visit offered to all new Nursery children and families, carried out by Ms Leigh-Ann Coley and/or the key person before the child starts
- A phased settling-in programme is offered to all new starters; the pace is led by the child and family
- Information about the child's interests, routines, and needs is gathered from parents before the child starts
- Dietary requirements, allergies, and medical needs recorded before admission

2

Nursery to Reception

- Ms Leigh-Ann Coley and Mrs Jen Gregory meet to share information about each child's development, interests, and needs
- EExBA data and key person observations are shared to ensure continuity of learning and support
- Children visit the Reception classroom before the end of the Summer term; Reception staff visit Nursery children in their familiar environment
- Parents receive information about Reception routines and how to support their child at home

Reception to Year 1

3

- EYFS Profile data and teacher assessments are shared with the Year 1 team; a transition meeting is held before the end of the Summer term
- Year 1 teachers are supported to understand the EYFS approach and to plan a bridging curriculum that maintains the best of EYFS practice
- Children who may need additional support in Year 1 are identified early; Paul Walker and Elizabeth Dunstan coordinate any necessary handover with external agencies

Partnerships with Parents and Carers

We know that parents and carers are children's first and most enduring educators. At Kingsway Primary School, we do not just involve parents — we partner with them. Our relationships with families are built on trust, honesty, and a shared commitment to every child's success.

How We Work with Families

- Home visits before children start Nursery or Reception — the first step in building a genuine relationship
- Informal daily communication at the classroom door — staff are always available for a quick word at drop-off and pick-up
- Parents' Evenings are held in the Autumn Term and Spring Term — formal opportunities to discuss your child's progress, development, and next steps
- A written report is sent home in the Summer Term, summarising each child's progress across the EYFS
- Staff are always available for a more in-depth conversation — parents are encouraged to ask for a convenient time to meet if they have any concerns or questions; no concern is too small
- EExBA observations and learning journeys are shared with parents; families are invited to contribute their own observations from home
- Stay-and-play sessions, curriculum workshops, and phonics information evenings help parents understand how to support learning at home
- Our school values — Togetherness, Difference, Passionate About Learning, Inspired to Grow — are shared with families and reflected in all communications

Communication and Accessibility

- Our approach is warm and open: *"We are always here to help."* No concern is ever dismissed, and families are always made to feel welcome
- All communications are written in plain, accessible language — warm and welcoming in tone, never jargon-heavy
- Translation support and interpretation services are available for families whose first language is not English
- Elizabeth Dunstan (Pastoral Lead / SEND Family Liaison) is the named point of contact for families who need additional support navigating school systems or accessing services
- The school's open-door approach means parents can speak to the key person or EYFS Lead at any time

Information Sharing

- Parents receive written reports at the end of Reception (EYFS Profile) and at the end of each term
- Any safeguarding concern that involves sharing information about a family is handled sensitively and in line with UK GDPR and the school's Data Protection Policy

Staff: Child Ratios and Staffing

Statutory Ratios

Age Group	Min. Ratio	Kingsway Staffing
Nursery (3–4 year olds)	1:13 (qualified teacher) or 1:8 (other staff)	Ms Leigh-Ann Coley (Nursery Teacher) + Mrs Jo Albert + Mrs Rhiannon Marshall
Reception (4–5 year olds)	1:30 (qualified teacher present)	Mrs Jen Gregory (Reception Teacher) + Mrs Jo Albert + Mrs Rhiannon Marshall

Staffing Arrangements

- Staffing arrangements are reviewed regularly by Mr David Taylor (AHT for EYFS & KS1) to ensure they always meet or exceed statutory minimums
- At least one member of staff with a current full-course PFA certificate is present at all times when children are in the setting and during all outings
- A member of staff with a valid PFA certificate is always present in the room when children are eating

Qualifications, Training and Supervision

- All EYFS staff hold appropriate qualifications; the school ensures ongoing professional development in line with the EYFS Statutory Framework
- All staff complete safeguarding training annually, with top-up training throughout the year, food hygiene training, and PFA training (renewed every three years)
- Staff are supported to access CPD relevant to their role — including Welcomm, ELSA, EExBA, and relational behaviour training
- All EYFS staff receive formal half-termly supervision, led jointly by the Headteacher (Kate Baskeyfield) and the AHT for EYFS & KS1 (Mr David Taylor); supervision provides coaching, support, and a confidential space to discuss concerns about children's wellbeing and professional practice.
- Staff are not permitted to work with children if under the influence of alcohol or any substance that may impair their ability to care for children; smoking and vaping are not permitted on the premises when children are present

Learning Environments and Safety

Indoor and Outdoor Environments

- Learning environments are carefully planned to promote independence, curiosity, and purposeful play — both indoors and outdoors
- Continuous provision is organised to reflect children's current interests and next steps; resources are accessible, open-ended, and reflect diversity
- Outdoor learning is valued equally to indoor learning; children access outdoor provision daily, in all weathers where safe to do so
- The environment is reviewed regularly by the EYFS Lead and teaching team to ensure it remains stimulating, inclusive, and safe

Safety and Suitability of Premises

- Risk assessments for all EYFS areas and activities are written by the Headteacher (Kate Baskeyfield) and reviewed dynamically and as required by EYFS staff, the AHT for EYFS & KS1 (Mr David Taylor), the Headteacher, and the Site Manager; risk assessments are reviewed annually by the Health and Safety Governor and quality-assured by the Local Authority Health and Safety Advisor through the school's SLA with Trafford.
- Equipment and resources are checked regularly for safety; damaged items are removed immediately
- Children are supervised at all times; they are always within sight or hearing of a member of staff
- Emergency evacuation procedures are practised regularly; all EYFS staff know the procedures and their individual responsibilities
- Visitors to the EYFS are always accompanied by a member of staff; the school's visitor and volunteer policy applies

Outings and Off-Site Activities

- All outings are risk-assessed in advance; written parental consent is obtained
- A member of staff with a current PFA certificate accompanies all outings
- Ratios for outings are determined by the nature of the activity and the needs of the children, always exceeding statutory minimums

📖 The learning environment is considered the "third teacher" in our EYFS — it is deliberately and thoughtfully designed to promote curiosity, independence, and a love of exploration. Practitioners review and refresh provision continuously in response to children's emerging interests and developmental needs.

Toileting and Intimate Care

 **Definition:** Intimate care refers to any care which involves toileting, washing, changing, touching or carrying out an invasive procedure to children's intimate personal areas.

Aims

- Intimate care is carried out safely and effectively by staff, in line with any agreed plans
- The dignity, rights and wellbeing of children are safeguarded at all times
- Children with intimate care needs are not discriminated against, in line with the Equality Act 2010
- Parents are assured that staff are knowledgeable about intimate care and that the needs of their children are taken into account
- Staff carrying out intimate care do so within clear guidelines (health and safety, manual handling, safeguarding) that protect both themselves and the children involved
- All children can access the full EYFS experience and are not disadvantaged by incontinence or toileting needs
- Children are clean, comfortable, and supported to develop independence in personal hygiene at a pace appropriate to their individual development

Parental Consent and Communication

- For children who need routine or occasional intimate care, parents are asked to sign a consent form before the child starts (see Appendix A — Intimate Care Consent Form)
- Where needs are more complex, an **Intimate Care Plan** is created in discussion with parents, the child (where possible), and relevant health professionals; plans are reviewed twice yearly and updated whenever needs change (see Appendix A — Intimate Care Plan template)
- Where no consent form or plan is in place and intimate care is urgently needed, the procedure will be carried out to ensure the child's comfort and parents will be informed immediately afterwards
- Parents are informed on the day of any toileting incident — in person, by telephone, or via the school's communication system

Procedures

- One member of staff carries out the change; a second adult is always in the unit and available to support if needed — no child is ever alone with a single adult during intimate care
- The designated changing area in the EYFS unit (toilet area in the EYFS unit) is used at all times; it is cleaned thoroughly after each use using appropriate products; the area is clean, bright, and designed to be non-threatening and to maintain dignity
- Should soiling occur outside the designated area, it is cleaned immediately using appropriate products by a staff member wearing protective clothing; the area is cordoned off until completely dry
- Staff wear gloves and aprons; hands are washed after all procedures using anti-bacterial cleansers
- Children are taught to wash and dry their hands thoroughly after toileting
- Any creams or lotions are clearly labelled with the child's name, stored securely in a lockable cupboard, and used only for that child
- Resources are regularly monitored to ensure appropriate products are always available

Resources Provided by School

- Gloves and aprons
- Changing mat
- Baby wipes
- Anti-bacterial soap
- Disposable cloths and sprays
- Nearby hot water supply and paper towels
- Nappy/soiled contaminated disposal bins
- Bags for soiled clothing
- Face masks

Role of Staff

- It is the responsibility of all EYFS staff to remind children of the need to use the toilet and to assist them if necessary; attending to a child's personal hygiene is always treated as a priority
- All staff praise children for their success and support them to develop confidence and independence in personal hygiene
- Intimate care is carried out by EYFS teachers and TAs who have been subject to an enhanced DBS check with barred list check before appointment
- Staff receive regular safeguarding training and, where necessary, manual handling training
- Staff are familiar with the control measures set out in risk assessments and with hygiene and health and safety procedures

- Soiled clothing is contained securely, clearly labelled, and returned to parents discreetly at the end of the day
- Parents are expected to provide a good stock of necessary resources (nappies, underwear, spare clothing) where routine intimate care is needed
- Parent workshops may be arranged, as required, to support families with toilet training — facilitated by school and led by health visitors or the school nurse
- Parents are informed at initial admissions meetings of the expectation, where appropriate, that children will be working towards toilet independence

Safeguarding

- If a member of staff notices any physical changes in a child's appearance during intimate care (e.g. marks, bruises, soreness), this is reported immediately using the school's safeguarding procedures
- If a child is hurt accidentally or an issue arises during a procedure, the staff member reports the incident immediately to a member of the senior leadership team
- If a child makes an allegation against a member of staff, responsibility for that child's intimate care is transferred to another member of staff immediately and the allegation is investigated in line with the school's safeguarding policy

Monitoring

This section of the EYFS Policy is reviewed annually as part of the whole-policy review cycle, led by **Mr David Taylor** (AHT for EYFS & KS1) and approved by the Headteacher and Governing Body.

Confidentiality and Data Protection

Kingsway Primary School handles all information about children and families with the highest standards of care, discretion, and legal compliance. Our data protection practices are governed by the UK GDPR, the Data Protection Act 2018, and the school's Data Protection Policy.

What Information We Hold

- Personal details, emergency contacts, and medical/dietary information for every child
- Assessment records, observations, and learning journey documentation
- SEND plans, allergy action plans, and any records relating to safeguarding concerns
- Records of medicine administration, accidents, incidents, and physical interventions

Retention

- Records are retained in line with the school's records retention schedule
- EYFS records are transferred to Year 1 at the point of transition and retained for the statutory period

How We Use and Protect Information

- Information is collected only for specified, lawful purposes and is not used for any other purpose without consent or legal authority
- All records are stored securely — paper records in locked cabinets, digital records in password-protected systems with appropriate access controls
- Information is shared with other professionals (e.g. speech and language therapists, Trafford SEND team) only where there is a lawful basis to do so — typically consent or a safeguarding duty
- Safeguarding information may be shared without parental consent where doing so is necessary to protect a child's welfare; this is always documented
- Parents have the right to access information held about their child; subject access requests are handled in line with the school's Data Protection Policy

Complaints

Kingsway Primary School welcomes feedback from parents and carers. If you have a concern about any aspect of our EYFS provision, we want to hear from you — and we will respond promptly, fairly, and with care. Kingsway Primary School is part of **Inspiring Learners Multi-Academy Trust**, and our complaints procedure aligns with the MAT's Complaints Policy (approved March 2025), available on the school website.

General Complaints Pathway

Stage	Contact	Type	How to Raise
Stage 1	Class Teacher Mrs Jen Gregory / Ms Leigh-Ann Coley	Informal	Speak directly to your child's class teacher; concerns can be raised in person, by telephone, or in writing
Stage 2	EYFS Lead (Mr David Taylor)	Informal	If unresolved, contact Mr David Taylor; can be raised verbally or in writing
Stage 3	Deputy Headteacher Claire Lowe	Informal	If still unresolved, contact Claire Lowe; does not need to be in writing
Stage 4	Headteacher Kate Baskeyfield	Formal (MAT Stage 2)	Submit a formal complaint to the Headteacher via the school office; acknowledged within five school days
Stage 5	Governing Body Committee	Gov. Body (MAT Stage 3)	Panel of three impartial governors; request made to the Clerk via the school office within 15 school days of receiving the Stage 4 response
Stage 6	Head of Trust: Kylie Spark	Trust-level	If the matter remains unresolved after the Governing Body stage, contact the Head of Trust
Stage 7	Trust Board	Trust Final	Final internal escalation within the Multi-Academy Trust

 **SEND / Inclusion-Specific Complaints:** If your complaint specifically relates to a child with additional needs or SEND provision, it may be directed to **Paul Walker (AHT for Inclusion)** at any stage after Stage 1 — in parallel with, or instead of, the general pathway above.

- All formal complaints are acknowledged within five school days and investigated thoroughly
- The school's full Complaints Policy and Procedure (*Inspiring Learners MAT, approved March 2025*) is available on the school website and from the school office

Quick Reference Summary

The table below provides a quick-reference overview of what Kingsway Primary School does and does not do in its EYFS provision, for use by staff, leadership, governors, and Ofsted inspectors.

Safeguarding, Health and Welfare

Area	We DO 	We DO NOT 
Key Person	Assign every child a named key person before they start	Leave any child without a consistent key person relationship
Safeguarding	Report all concerns to the DSL immediately; follow KCSiE	Delay, hold, or filter safeguarding concerns
Food Preparation	Cut grapes/cherry tomatoes into quarters; remove stones/pips; cut sausages into strips	Serve whole grapes, whole nuts, popcorn, marshmallows, jelly cubes, or hard sweets to under-5s
Eating Supervision	Sit facing children during mealtimes; ensure PFA-certificated staff present	Supervise children only from behind; leave children unattended while eating
Choking Incidents	Record all incidents requiring intervention; inform parents same day; review records for trends	Treat choking incidents as minor; fail to record or inform parents
Allergies	Obtain full allergy information before admission; maintain allergy action plans; share with all staff	Make assumptions about dietary needs; fail to update allergy information
Medicines	Obtain written parental consent; record every administration; inform parents same day	Administer medicines without written consent
Behaviour	Use relational, trauma-informed approaches; co-regulate before expecting self-regulation	Use corporal punishment or any punishment that negatively affects a child's wellbeing

Learning, SEND and Partnerships

Area	We DO 	We DO NOT 
SEND	Identify needs early; use graduated approach; involve parents and external agencies promptly	Wait for a formal diagnosis before providing support
Assessment	Use EExBA for ongoing tracking; complete RBA and EYFSP as required	Use assessment as a bureaucratic exercise disconnected from children's learning
Ratios	Always meet or exceed statutory ratios; review staffing regularly	Allow ratios to fall below statutory minimums
Transitions	Offer home visits; share information between year groups; plan bridging curriculum	Move children between phases without preparation or information sharing
Parent Partnership	Maintain open, warm, accessible communication with all families	Use jargon; make families feel unwelcome or uninformed
Toileting & Intimate Care	Obtain parental consent; use designated changing area; ensure second adult present; inform parents same day; follow safeguarding procedures if concerns arise	Carry out intimate care without consent; leave a child alone with a single adult; fail to report physical concerns

Appendix A: Consent and Information Forms

Forms Used in EYFS at Kingsway Primary School

Form / Record	Purpose and Process
1. New Starter Information Form	Collects personal details, emergency contacts, medical history, dietary requirements, allergies, and SEND information; completed by parents before the child's first day.
2. Allergy Action Plan	Completed in partnership with parents and health professionals for any child with a known allergy or intolerance; reviewed at least annually and whenever needs change; based on the BSACI template.
3. Medicine Administration Consent Form	Completed by parents for each medicine to be administered; includes dosage, frequency, and any known side effects.
4. Outings Consent Form	Completed by parents at the start of the year for routine local outings; specific consent obtained for all other off-site activities.
5. Home Visits/Nursery Setting Visit	Offered to all new starters in Nursery and Reception; arranged verbally by the class teacher or Mr David Taylor (AHT for EYFS & KS1). No written consent form is required.
6. Photography and Image Consent Form	Completed by parents to confirm consent for use of their child's image in school communications, displays, and learning documentation.
7. Physical Intervention Record	Recorded on CPOMS by the member of staff involved; all SLT are automatically notified via CPOMS; parents are informed verbally by the class teacher at the end of the day. Managed under the Positive Handling Policy.
8. Medical Tracker	Used to record and communicate accidents and medical incidents; parents notified via Medical Tracker and by telephone where necessary.
9. Choking Incident Record	Completed whenever a choking incident requires intervention; reviewed periodically by the EYFS Lead for trends.
10. Intimate Care Consent Form	Completed by parents before a child starts, giving permission for appropriate intimate care (e.g. changing soiled clothing, washing and toileting); includes options for parents who do not consent and the school's response in urgent situations.
11. Intimate Care Plan	Completed for children with complex or ongoing intimate care needs; agreed with parents, the child (where possible), and relevant health professionals; reviewed twice yearly; covers type of care, frequency, staff training, location, resources, and procedures for outings.

All forms are available from the school office and on the school website. Completed forms are stored securely in line with the school's Data Protection Policy.

Appendix B: Statutory and Regulatory References

Reference	Relevance to This Policy
EYFS Statutory Framework for Group and School-Based Providers (DfE, effective 1 September 2025)	The primary statutory instrument governing all EYFS provision — learning, development, assessment, and welfare
EYFS Nutrition Guidance (DfE, May 2025)	Providers must have regard to this guidance in relation to food and drink provision; informs our food safety and choking prevention procedures
Keeping Children Safe in Education (KCSiE) (current edition)	Statutory guidance for all schools on safeguarding and child protection; all EYFS staff are required to be familiar with Part 1
Children and Families Act 2014	Duties in relation to children with SEND; legal basis for Education, Health and Care Plans (EHCPs)
Equality Act 2010	Prohibition of discrimination; duty to make reasonable adjustments; Public Sector Equality Duty
SEND Code of Practice 2015	Statutory guidance on the graduated approach (Assess, Plan, Do, Review) to SEND support
Health and Safety at Work etc. Act 1974	Employer duties for safe premises, equipment, and working practices
Children Act 1989 s.3	Duty of care for children in the school's charge
UK GDPR and Data Protection Act 2018	Lawful processing, storage, and sharing of personal data about children and families
UNCRC Article 28	Every child's right to education, regardless of background, ability, or need
Ofsted Education Inspection Framework (EIF)	The framework against which Ofsted inspects the quality of EYFS provision at Kingsway
What to do if you're worried a child is being abused (DfE)	Advice for practitioners on recognising and responding to abuse; referenced in safeguarding training
Health protection in children and young people settings (UKHSA)	Guidance on exclusion periods for infectious illness; informs our illness and infection procedures

Long-Term Plan Overview: Three-Year Rolling Programme

The EYFS curriculum at Kingsway is organised as a three-year rolling programme — Years A, B, and C — spanning Nursery and Reception. Each year of the programme is structured around half-termly topics, linked to a school value and a selection of high-quality anchor texts, with the prime areas (PSED, Communication and Language, and Physical Development) threaded throughout. Specific areas of learning are planned to build progressively from Nursery to Reception, ensuring breadth, variety, and meaningful progression across the full EYFS phase. No child will encounter repeated identical content across their time in EYFS.

Full long-term plans for Years A, B, and C — including topic overviews, anchor text selections, school value links, and area-by-area coverage — are held as separate curriculum documents, available from the EYFS Lead, Mr David Taylor. These plans are reviewed annually to ensure they remain current, ambitious, and responsive to the cohort.

Key Contacts and Useful Information

This section provides a summary of key contacts for families, staff, and external partners. All information is current as at the date of this policy.

Role	Named Person	Contact
Headteacher	Kate Baskeyfield	Via school office
Deputy Headteacher	Claire Lowe	Via school office
Chair of Governors	Helen Johnson	Via school office
AHT EYFS & KS1 / EYFS Lead	Mr David Taylor	Via school office
AHT Inclusion / SENCO	Paul Walker	Via school office
Reception Teacher	Mrs Jen Gregory	Available at classroom door: morning & end of day
Nursery Teacher	Ms Leigh-Ann Coley	Available at classroom door: morning & end of day
Teaching Assistants	Mrs Jo Albert; Mrs Rhiannon Marshall	Via class teacher
Pastoral Lead / SEND Liaison	Elizabeth Dunstan	Via school office
Relational Behaviour Lead	Gareth Dale	Via school office

School Contact Details

Kingsway Primary School

Kingsway, Urmston, Trafford, M41 0SP

Local Authority: Trafford

Multi-Academy Trust: Inspiring Learners | **Email:** kingswayadmin@inspiringlearners.co.uk | **Tel:** 0161 748 1867

Policy Sign-Off and Review

This policy has been written in accordance with the EYFS Statutory Framework (effective 1 September 2025) and all associated statutory and regulatory guidance listed in Appendix B. It applies to all staff, volunteers, and students working within the EYFS at Kingsway Primary School.

Written by

Kate Baskeyfield

Headteacher

Kingsway Primary School

Responsible for Implementation

Mr David Taylor

Assistant Headteacher for EYFS & KS1

Kingsway Primary School

Ratified by Governing Body

Helen Johnson

Chair of Governors

Kingsway Primary School

Review Detail	Current	Next Due
Review Term	Autumn Term 2025–2026	Autumn Term 2026–2027
Review Cycle	Annual	Annual
Statutory Framework Version	EYFS Framework effective 1 September 2025	To be confirmed on next review



This policy will be reviewed annually, or sooner in the event of a significant change to statutory guidance, staffing, or provision. All staff are expected to read and implement this policy in full. A copy is available on the school website and from the school office on request.

Sources and References

- [EYFS Statutory Framework for Group and School-Based Providers \(DfE, effective 1 September 2025\)](#)
- [EYFS Intent, Implementation and Impact — Kingsway Primary School](#)
- [Help for Early Years Providers: Food Safety \(DfE / education.gov.uk\)](#)
- [KPS EYFS Long-Term Plan — Year A \(Kingsway Primary School\)](#)